

Master's Degree Program in Leadership and

Service Design

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SERVICE DESIGN PROCESS PORTFOLIO:

Masku Municipality
Open Services within Early Childhood
Education

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INTRODUCTION

This project is part of the User Orientation in Service Development course in the Leadership and Service Design Master Studies. The students which are the research team are Janette Aaltonen, Jussi Huuskonen and Peniel V Zarazúa took over Masku Municipality as commissioner/project owner and chose the Open Services within Early Childhood Education as subject to develop.

GOAL

The main goal of the project is to further develop the open daycare service in Masku municipality to make it more attractive for the children and generate value for the parents. Through development suggestions we aim to ensure that the municipal citizens are directed towards the use of "correct" service, dependable of their living situation. In this sense, for example that the parents whom are at home due to a younger sibling or the child is under 3 years old therefore enabling the parent to be on a nursing leave from work, will preferably use the open daycare service rather than the kindergarten service.

COMMISSIONER

The project owner of Municipality of Masku is Hanna Rousku, Early Education Manager. Municipalities are obligated by the law to ensure kindergarten and open daycare services for municipal citizens. In this project we are focusing on the development of open daycare (leikkitoiminta) services. The Masku municipality provides these services in three different locations: SatuSeikelä, Tammenahjo and Lounatuuli in Lemu. The open daycare is arranged according to school semesters, two times per week per location from 9.00-12.00 o'clock. Children spent their time in outdoors and indoors, have their own snacks in between. The children are aged 2-5 years old as after that the child will participate to preschool. One goal of the service is to provide the possibility for children to have different activity if a parent stays at home due to homecare or parental leave and by offering open daycare service the municipality may direct children who have no immediate

need for kindergarten placement (parent at home) into the use of this service and free placements at kindergartens.

Below one may see the organizational chart and early education services, which are provided within the Municipality of Masku.

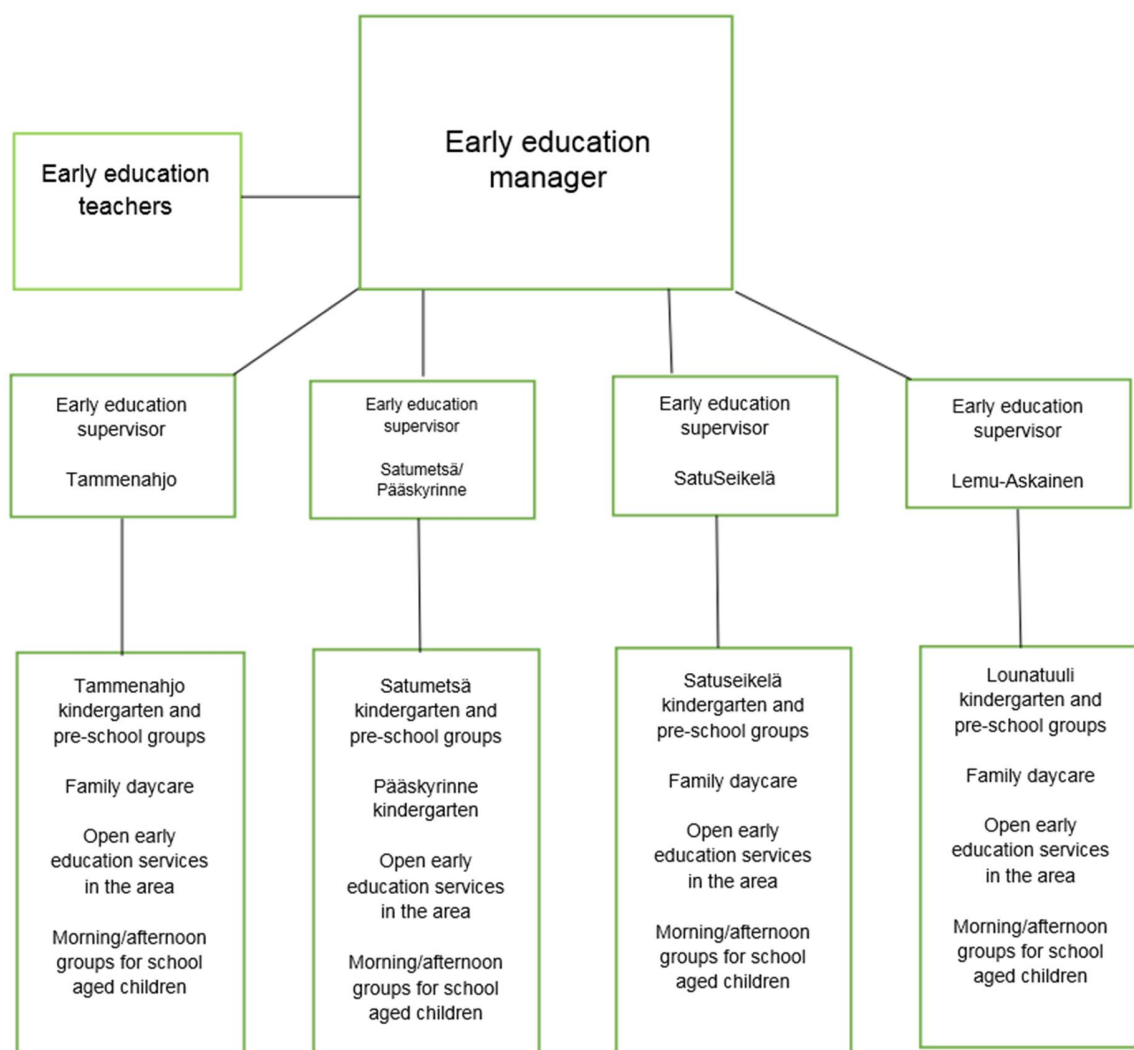


Figure 1 Early education organizational chart. Municipality of Masku 2018

PROJECT TIMELINE

Under is described our final project timeline. The project schedule and facilitation of design methods changed during the project. One major matter affecting to the project timeline was the summer holidays within the project team and in the Municipality of Masku.

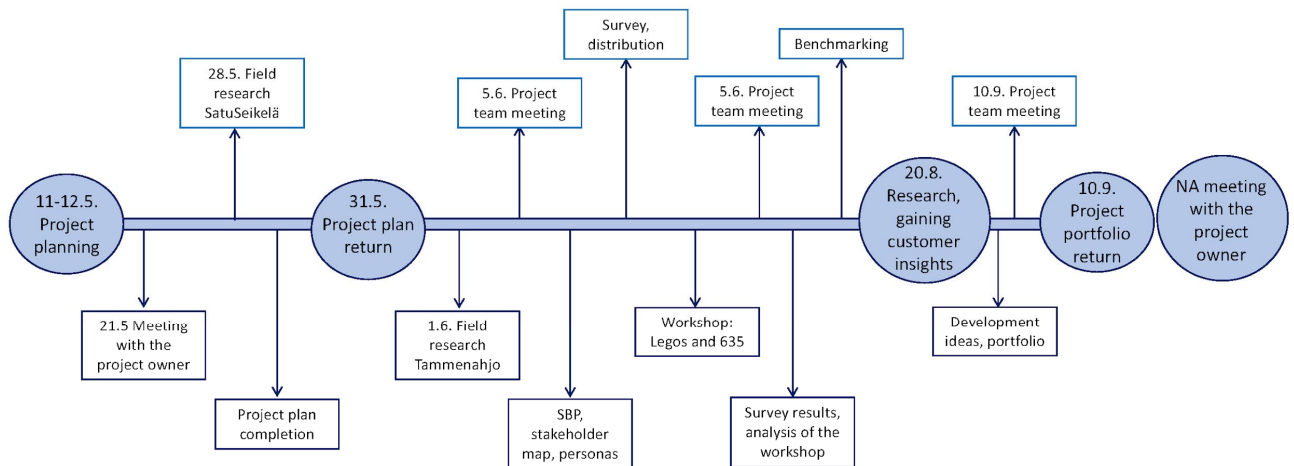


Figure 2 Project timeline. J. Aaltonen 2018

THEORY

Service Design is an evolving and interdisciplinary approach that combines different methods and tools from various disciplines. It is focused on the creation of well thought experiences using a combination of intangible mediums, as a practice generally results in the design of systems and processes aimed at providing holistic service to the user.

Even though there is not a shared definition for Service Design it commonly refers to a repeatable problem-solving and discovering opportunities protocol.

Service Design Thinking implements various techniques and tools, in one of the first text books on service design (Stickdorn & Schneider, 2010) outline basically five principles.

User-centered

It focuses on the user needs and desires aiming for user satisfaction. Services should be experienced through the eyes of the customers. Participation from the customer is also required.

Co-creative

It centers in bringing people together to figure out what are the issues, create understanding and develop solutions (Mattelmäki, 2017). It is a collective creativity. All stakeholders should be included in the Service Design Process. Including different customer groups and employees.

Sequencing

The service should be visualized as a sequence of interrelated actions. This service timeline is crucial to consider when designing, since the rhythm of a service influences the mood of customers.

Evidencing

Intangible services should be visualized in terms of physical artifacts. This can explain certain aspects of the service, touchpoint or process. It makes evident to customers the essentials of a service.

Holistic

The entire environment of the service should be considered. Services are intangible, however take place in a physical environment.

SERVICE DESIGN PROCESS

The team will implement Universal Methods of Design by Martin et al (2012) to run the design project for Masku. For this the most suitable methods are within the exploratory research which is a behavioral/attitudinal-qualitative research conducted in the design process. This includes site visits to two of the childcare facilities in the municipality; Satuseikelä and Tammenahjo, interviews with children, childcare instructors, and parents, as well as observations and conversations with other workers. (Figure 3)

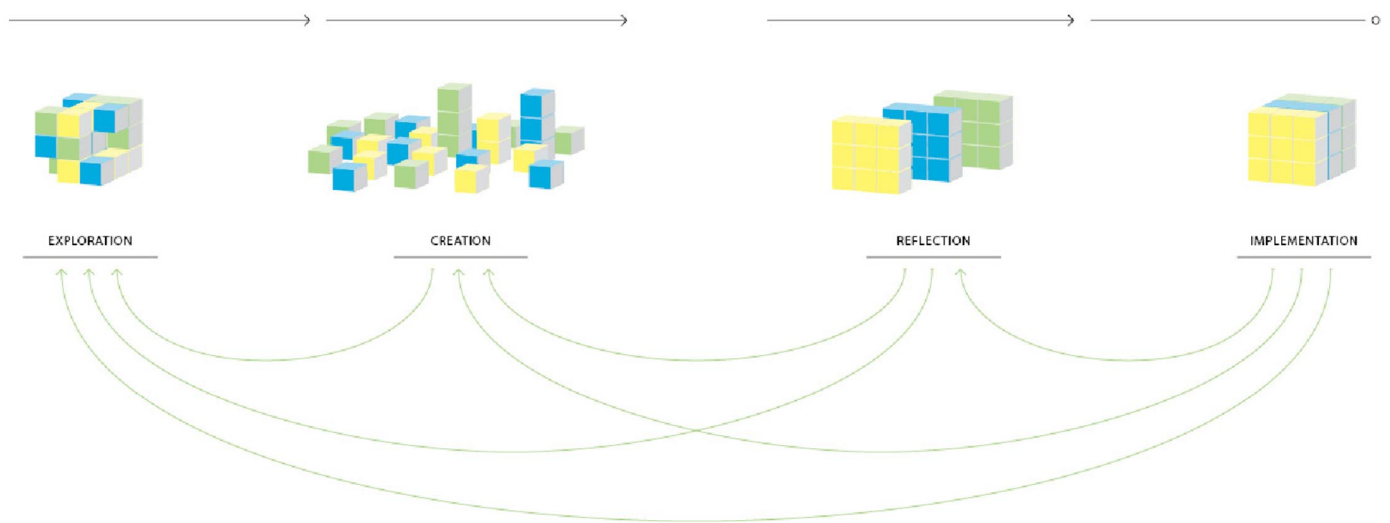


Figure 3 *Service Design Process* (Stickdorn and Schneider, 2011)

RESEARCH

Methods Used

To begin the procedure, it is necessary to first understand how the organization operates and to become familiar with the environment. It is as well important to gather the pertinent information from the customer who is using the open services within early childhood education at Masku municipality. From these first results an analysis begins in order to answer how can the customers' experience be brought to a higher dimension and what is the ideal service to provide this experience.

The following methods describe the process of the research and design phase showing the first results.

Stakeholders map

Is a visual or physical representation of the various groups involved with a particular service and how these are related to each other, and how they interact with each other (Stickdorn and Schneider, 2011). According to Freeman, R (1983)

Business Model Canvas

Business Model Canvas is a tool designed for developing and documenting business models. It describes the rationale of how an organization creates, delivers, and captures value (Osterwalder A, 2010).

Exploratory research

Exploratory research is typically conducted in the earliest stages of the design process. Activities are focused on gaining a solid knowledge base of the design territory. It is an immersive experience for the designers, inspiring creative momentum and empathy through intense exposure to the user and products relevant to the investigation, utilizing a broad variety of diverse yet complementary methods.

The focus is on understanding the nature of the user's world, their daily life routines, challenges, needs, desires, interactions, service preferences, and environmental context and use patterns.

Exploratory research culminates in a comprehensive understanding of the user and the area under investigation, and ideally results in a set of tangible design implications or guiding criteria.

Observation

Observation method is used to examine, for example, people in a natural setting and it is used most commonly in studies related to behavioral sciences. Data collection is based on systematic planning and observations that are recorded as field notes.

A structured or systematic observation, is formalized by the degree of pre-structure imposed upon research sessions, utilizing worksheets, checklists, or other forms of codifying behaviors or observed artifacts and events (Hanington, Bruce and Bella Martin, 2012).

AEIOU method

Is a mnemonic device, or coding structure, used to organize data and make it easier to interpret and analyze while mapping the significant relationships and interactions between categories. AEIOU stands for Activities, Environment, Interactions, Objects and Users and covers the five things to look for while observing for research. (EthnoHub 1991).

As a heuristic, the taxonomy defines each feature of the observation as follows:

Activities: Are goal-directed sets of actions. Pathway people take toward the things they want to accomplish.

Environments: Include the entire arena where the activity takes place. Describes the atmosphere and function of the context.

Interactions: Between a person and someone or something else and are the building blocks of activities. Nature of routine and special interactions between people and objects.

Objects: Are the building blocks of the environment. What are the objects and devices people have in their environments, and how these relate to their activities?

Users: Are the people whose behaviors, preference, and needs are being observed. Who is present? What are their roles and relationships?

Interview

Is a structured research activity where a researcher asks questions of an individual in order to learn about a new design space, or gain clarification about existing knowledge. A researcher will devise a

set of quantitative and qualitative questions which are asked to participants ideally in a controlled environment. There are variations in the format and type, and researchers may vary the tools (oral answers to questions, written surveys, Likert scale vs. open-ended, quantified data versus qualitative data) depending on the research objectives and the person being interviewed. Customer interviews are in-depth conversations with customers to gain insight into their lives and experiences. (Cohen D, Crabtree B, 2006).

A structured interview (also known as a standardized interview or a researcher-administered survey) can be both a qualitative and a quantitative research method, commonly employed in survey research. The aim of this approach is to ensure that each interviewee is presented with the same questions in the same order.

Survey

A questionnaire will provide a lot of information, both qualitative and quantitative data. It is an effective way to do a research, it saves the researcher's and the answerers' time and through online survey, can be answered from remote locations. However, the researcher may not be definite on how seriously the answerers have considered the survey, will enough people answer to the survey or is the researched subject even familiar to the answerer enough and are the questions formed in such way that there may not be misconceptions. (Hirsjärvi, Remes & Sajavaara, 2009)

Workshop

There is a vast amount of different methods that can be utilized in a workshop. One will have to consider the most appropriate ones according to the goal of the research and development of the project. As a part of our research, a workshop was conducted with the instructors and the project owner. The aim of the workshop is to picture the service users' (children) experience within the service and to start developing it. Hence, two different workshop methods were facilitated, Lego brick and 635 method.

Lego brick: The LEGO® has created a workshop methodology which focus is to enhance business performance. The LEGO® SERIOUS PLAY® methodology is defined as an innovative and experiential process, where every participant may contribute to the process and the outcome. This methodology

is seen as a “speedy shortcut to the core” as one is by building metaphors, using imagination and communicate different way than any other. (Website of LEGO® 2018)

Playing is seen as important part of everyone’s development in childhood, we re-enact different situations with toys. These plays include different relationships and happenings, which include own rules of that certain play scene. As Julian Kea refers “Playing supports logical thinking and communication”. (Kea, 2015) By re-enacting children’s day at the open daycare, we aim to find out the characteristics of the children, mingled with instructors’ insight of how the day at open daycare centers goes. This works also as a warm-up for the 635-method part of the workshop.

635 Method: The second part will be about collecting ideas around the topic of how the open daycare option could be made more interesting for the parents. For this part the plan is to use the **635 method** (see appendix 4). The 635 method was originally developed in the late 1960s by Bernd Rohrbach. It was created as an alternative brainstorming method that produces a large quantity of ideas, 108 in only 30 minutes. It forces each member of the group to participate and therefore allows even the introverts to have a voice and prevents anyone monopolizing the session. The potential negative aspect of the method is that since it is done in silence, there is no discussion or positive flow of information either.

To counter this, we have planned to use the 635 worksheets (see appendix 5) as a basis and then use a variation of the dot voting method described above as way to refine the best ideas that each group in the workshop will produce method (see appendix 6). Each participant will be asked to mark down (with a plus sign) three ideas they thought were the best ones from all the worksheets. The group will then be asked to vote the best three out of those selected. After the group has come to a consensus about which three of their ideas have the most merit, they will be asked to present these ideas to all the other participants of the workshop.

The process of the 635 is as follows:

- there is a problem at written to the top of a blank 635 worksheet
- each participant writes 3 ideas to the top row of the worksheet in concise sentences
- after 5 minutes the sheets are passed onto the next person, they write another 3 ideas that add on to the previous ideas or suggest improvements to them
- this continues until the worksheet is completed, ideally producing 108 ideas in 6 worksheets

Dot Voting:

- participants write all of the ideas which have been generated in the ideation session down on individual Post-its (or use the 635 forms)
- participants give all a number of votes (around three to four should do) to choose and write down their personal favorite ideas
- participants vote by using stickers or simply using a marker to make a dot on the ideas they like
- variations in color can also be used in order to let participants vote on which ideas they like the most or which they dislike the most
- other voting attributes can be invented when it makes sense
- the process allows every member to have an equal say in the shortlisted ideas

Personas

This tool consolidates archetypal descriptions of user behavior patterns into representative profiles, to humanize design focus, test scenarios, and aid design communication (Hanington, Bruce and Bella Martin, 2012).

Customer Journey Map

This tool is used to visualize complex flows and sequences in e.g. services, activities, websites, and apps, while designing concepts that generate value for the user and the provider. It tells the story about the actions of an individual, feelings, perceptions, and frame of mind-including the positive, negative and neutral moments. It gives an overview of all the steps a user goes through, including various actors, touchpoints and interactions (Hanington, Bruce and Bella Martin, 2012).

Blueprint

A service blueprint is a highly effective and adaptable technique for service innovation and centers around customers, it offers a synopsis so that employees and internal entities can relate to what

they do to the entire, integrated service system. Service blueprints also help to strengthen a customer-orientation among employees and maintains the focus of a service innovation on the human-to-human and human-to-technology interfaces without losing the connection to customer actions and process. In their article Service Blueprinting, Cooper Journal 2014 describe five components of a typical service blueprint: physical evidence, customer actions, frontstage, backstage and support process.

Benchmarking

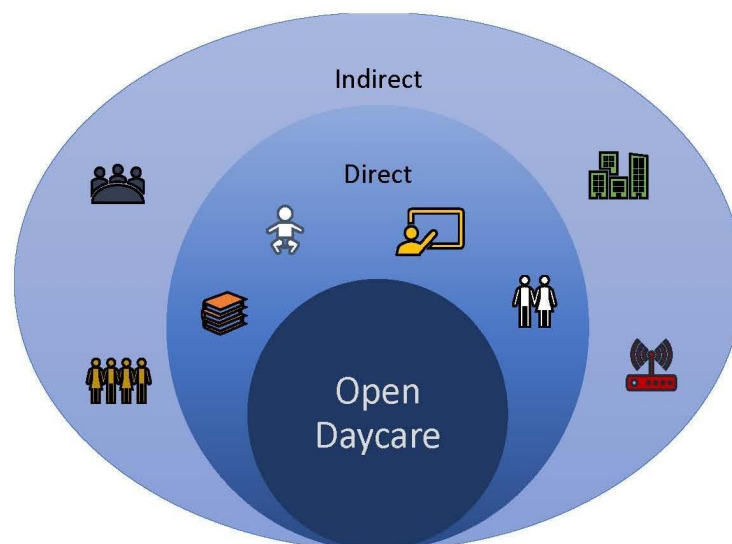
This method provides with a measurement of the quality of an organization's policies, products, programs, strategies, etc., and their comparison with standard measurements, or similar measurements of its peers. The objectives of benchmarking are 1) to determine what and where improvements are called for, 2) to analyze how other organizations achieve their high-performance levels, and 3) to use this information to improve performance (Business Dictionary).

RESULTS

After the implementation and analysis of the previously mentioned research methods, the following results which are considered to be the most outstanding are presented.

Stakeholders Map

The following graph displays a generic diagram of which are the direct, indirect and connected groups that conform the stakeholders map (figure 4) for Masku Open daycare. This map was created based on the information obtained from the owner of the project.



Internal

- Open Daycare

External

- Government
- Masku Municipality
- Media
- Society

Connected

- Children
- Parents
- Instructors
- Masku early education

Figure 4 Masku Open daycare Stakeholders Map by Peniel Viz

Business Model Canvas

After analyzing how Masku open daycare services operate the Business Model Canvas (figure 5) was generated in based on the discussions with the business owner, providing a deeper understanding of the whole structure.

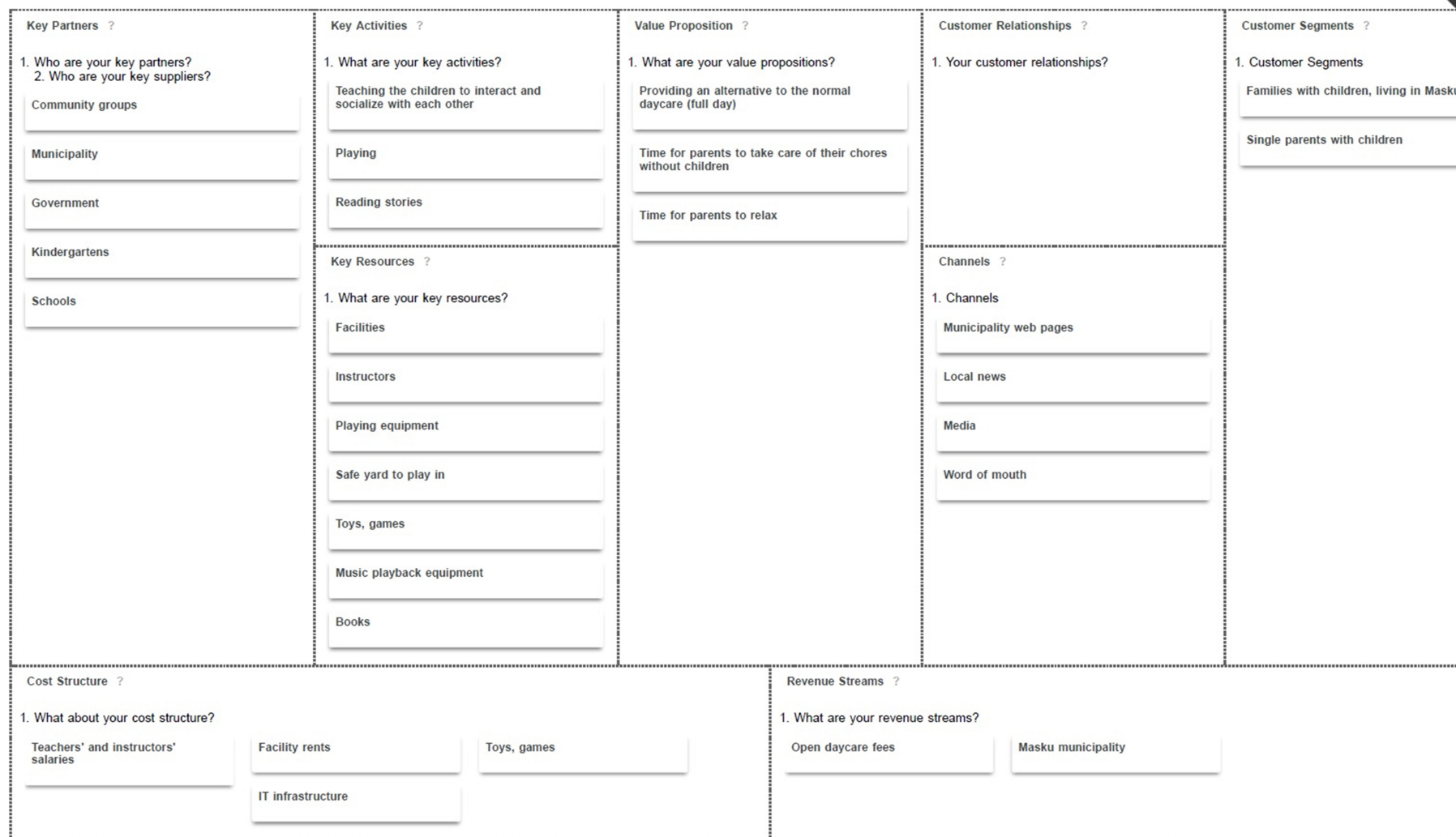


Figure 5 Masku Open daycare Business Model Canvas by Jussi Huskonen & Peniel Viz

Interview

For this project the team decided to prepare two different sets of questions to guide the research (see appendix 2); one for the instructors and one for the parents to gather insights from different perspectives. These questions will guide our survey and the workshop, therefore working as basis for both. With this approach we ensure that we will have same kind of information through the survey for parents and through the workshop for instructors. The questions were used also as a guidance when visiting the open daycare centers and un-structured interviews of instructors were applied. You may see the reports of Tammenahjo and SatuSeikelä in the appendix 2. In the interviews matters that were repeated was the planning of the activities, group sizes (age ratio) and how it affects to the whole open daycare facilitation.

Survey

The survey was conducted through a web-based survey platform (Microsoft Office 365 Forms) and distributed to the parents through the project owner. The survey questions (see appendix 3) were formulated according to the guiding questions (appendix 2) we had formed. The survey was conducted as anonymous.

The survey was planned to be distributed for the parents in the end of June, but the realization of the distribution was in the beginning August. However, we managed to receive 20 answers to the survey, which is rather good ratio. Most of the answers were received from parents whose child/children go to Tammenahjo open daycare, however it was noted, that some of the children attended to open daycare in two different locations.



Most of the children attended to the open daycare twice a week but notable matter was that most of children were aged 2-3 years old and most of the parents were at home due to a younger sibling. Only one of the answerer's child participated part-time to the kinder garden.

1	8
2	12



2-vuotias	6
3-vuotias	10
4-vuotias	4
5-vuotias	5



Nuoremman sisaruksen vuoksi	13
Leikkitoimintaan osallistuvan l...	4
Muu	3



In the survey we received very much written answers and the thoughts about the open daycare service varied, however in general the parents were satisfied of the offered service.

Half of the parents stated that as child/children were in the open daycare, they were able to do their daily chores, (cleaning, grocery store etc.) but it also enabled them to have some of their own time such as going out for walks or even having a warm coffee once in a while. However, the other half stated that they had a younger sibling at home and they did feel that the service still enables them their own time. Still, shortness of time (three hours) when the child/children were at open daycare was seen as a matter that affected to parents' time exploitation.

Mostly the parents felt that their child/children enjoyed their days at the open daycare and that they were glad to stay there as the parents left home. It was noted still, that some children had had difficulties in the beginning, yet those were overcome either by the parent joining to the open daycare with the child in the beginning or by instructors' taking these children into consideration and suggesting the children to take part only to the indoor activities. The younger children, 2-3 years

old, had more difficulties to adjust in the open daycare, partly because they are not able to create trust relationship with the instructors (due to the shortness of time, many different or changing instructors) and as they might not be that interested in other “playfriends” yet. The older children, 4-5 years old, felt more comfortable staying at the open daycare and some waited for the open daycare days. However, as the groups varies on different days, some of the older children was not that eager to go, without persuading, as there were not any of their “playfriends”.

Majority of the parents felt that the activities done at the open daycare were suitable, few were unable to define this. Still many of the parents stated that they did not know what the children were doing at the open daycare (activities) instead of few separately informed activities. Many of the parents wished for more handy-crafting, something (Mother’s Day cards, drawings, paintings etc.) that the child will bring home, but also music, singing, poetry and fairytale sessions. In general, more versatility to the activities was wished for. Some parents were only satisfied that the child had association with same aged children.

General thoughts of the parents about the open daycare service was positive. They felt their children enjoyed their stay and that it is good that the children can get different experiences with other children, social interaction and learns new things. Also, that such service is being provided within the municipality was seen very positive. Many of the instructors were given a positive feedback and the parents were satisfied that they did take into consideration different children. However, some of the parents felt that the open daycare activities were not organized, the child was not taken into good consideration at the first day at the open daycare and that the change of instructors in different days or during the season did not enable the child to get used to the instructors.

The parents were satisfied in the SatuSeikelä premises where the open daycare is being held, however Tammenahjo and Lounatuuli divided opinions. Some of the parents saw that the premises were sufficient enough, some were unable to define this, and some felt that temporary premises were insufficient. Fear, that the premises where the open daycare is being held are inferior when compared to kindergarten premises, as if the open daycare children were in the way, was also noted.

Parents found it important, that their child/children participated to the open daycare, for various reasons. The benefit for the child/children was that they were able to associate with other children, get familiar with kindergarten and learn being apart from their parents. The open daycare provided for the children different activities, association in groups and a place to rehearse interacting skills.

Some of the parents felt that the open daycare enables them to pay attention more to the younger sibling and have their own time also.

Approximately half of the parents felt that the open daycare payment was reasonable and did not affect to the use of the service. However, some of them still noted that it should be reconsidered, because it was seen higher than in other cities/municipalities. The other half of the parents felt the payment was affecting to their use of the service. Some would have wished that their child could have participated more in open daycare and in different locations, however then the payment was already too high. If more than one child would participate more than once a week to the open daycare, the payment would rise too high. It was noted, that as the open daycare does not offer such early education (in pedagogical point of view) as the kindergarten, the payment was seen expensive in comparison.

Parents were concerned also about the group sizes and age ratio, also the variety in professional ability between different instructors and that the open daycare might be seen more of a place where to “drop-off” your child for couple of hours. They wished for more cooperation between kindergarten and open daycare, so that the activities would be more consistent, and instructors would be the same ones every time a child is at open daycare. Also, it was wished that the open daycare would last longer than few hours and suggested that instead of child bringing own snacks, the open daycare could provide some.

Observation

Our research topic focus is on identifying what is the children’s behavior at the daycare facilities, how their interaction with the instructors is, and what activities are done at the moment. To conduct the observations which were held in two different daycare facilities the researcher Peniel V.Zarazúa implemented a structured observation based in **AEIOU** framework bringing about the following findings (see appendix 1).

Report

From both observations is noticeable that in each one of the facilities, the instructors follow a different program, the time spent in the playground is mostly free for the kids and the indoors activities were not possible to compare since the researcher had no access to those activities in one of the facilities at this time of the day.

In general, the facilities provide didactical resources for the instructors to use with the children in both; the playground and gym hall. The number of instructors interacting with the children vary from one to four in the different facilities, given this, the activities are not possible to be handled in the same manner taking on consideration that the groups are conformed by children of different ages and that the younger ones and/or those who present some resistance may demand more attention and care.

While observing the playground it was noticed that there is not a program being followed in the different facilities but most of the time the children decide what resources (toys) to use and thus socialization is not emphasized or encouraged because of this, many of the children end up by themselves or in case of siblings they remain together.

In the gym hall area at Tammenahjo open daycare, the instructors working as a team provided the children with group activities that were likewise guided by them in doing this, the atmosphere in the hall remained under control and lead the children into a more socializing experience.

It was also observed that there is not, or seldom communication between the instructors and the decision-making user (mother) when arriving to deliver or when coming to collect the child to the Play Care.

The reports of the observation may be found in appendices.

Personas

After having analyzed the information from the surveys and interviews the research team was able to design two personas which represent the main characteristics of the decision-making user -tutor (figure 6) and the end-user -child (figure 7).



Milla is a 25-40 married woman with two children Aku 1 year-old and Inari 5 years-old. She is now in a maternity leave. Her husband works on a full-time schedule.

Now that Milla is taking care of a year-old Aku she could use some extra help with Inari the older one.

She thinks she likes to take care of her children and doesn't want to be away from them for the whole day, that is why Inari is not in daycare but now things are getting a little bit more complicated.

If she could find a couple of days or a few hours every other day to just be with little Aku and maybe do some shopping or any other thing with a little more freedom it could be great!

She also feels that Inari would need to be more in contact with the same aged children and be prepared for pre-school starting next autumn.

Figure 6 Masku Open daycare Persona, decision-making user by Peniel Viz



Customer Journey Map

For this specific project the Customer Journey Map is included in the Service Blueprint and no other graphic was designed.

Service Blueprint

Once the research team had the essential information as a result of the first interview with the Head of the Program Hanna Rousku, the designer was able to create a first service blueprint to understand the current service and begin to detect possible pain points. The team identified that the post service stage was mostly omitted and that there were some opportunities to develop for the in-service stage.

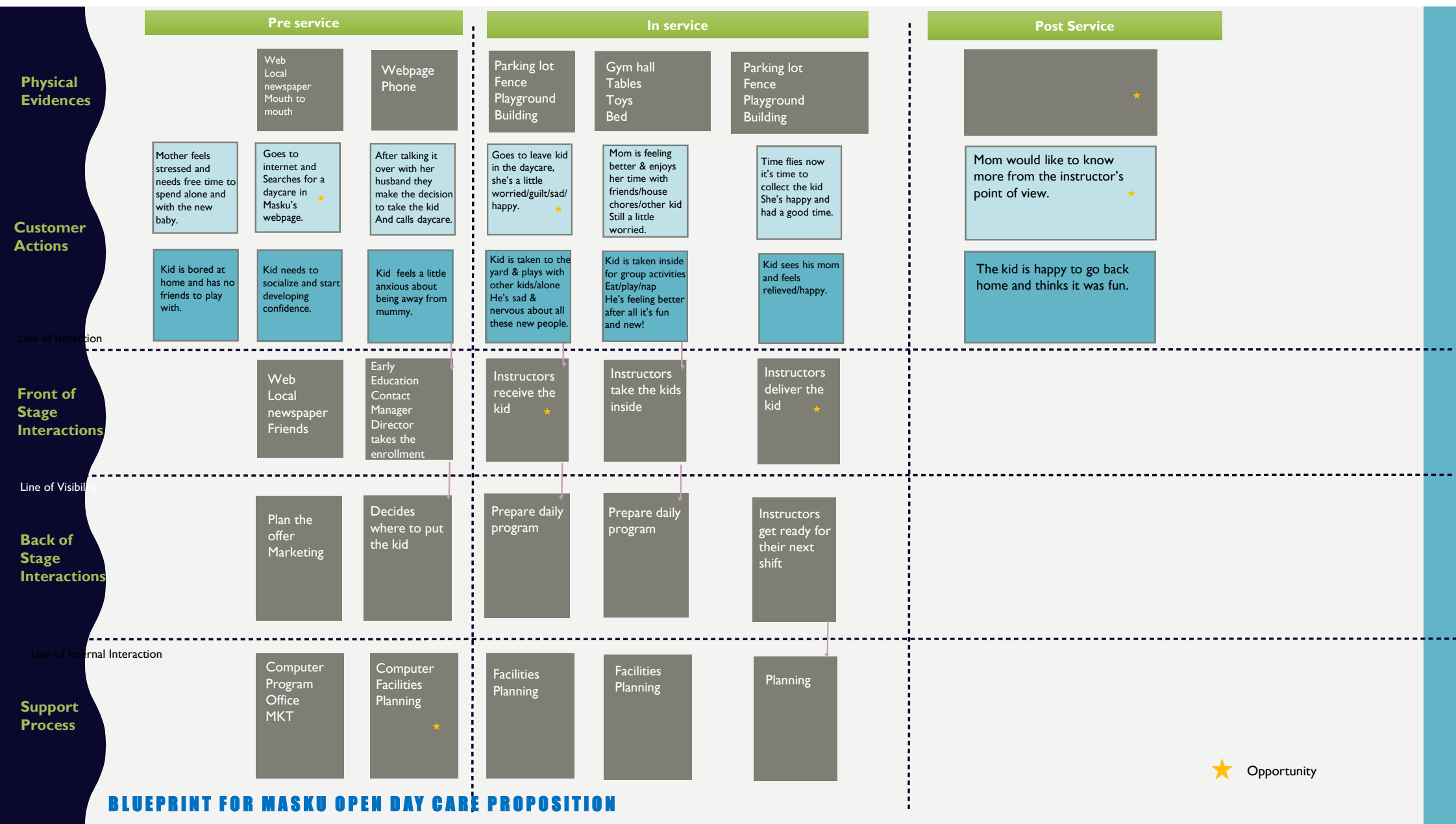


Figure 8 Masku Open daycare Blueprint by Peniel Viz

Benchmarking

As a benchmark for the Masku open daycare services, two close-by cities were selected based on the commissioner's recommendation. The cities that were selected are Lieto and Naantali.

Comparisons were made on what information is available, how the information is presented and on the scope of early education services.

Web page structure

The layouts of the Naantali

(http://www.naantali.fi/opetus_ja_koulutus/varhaiskasvatus/avoin_paivakoti_toiminta/fi_FI/avoin_pk/) and Lieto websites (http://www.lieto.fi/fi-FI/Paivahoito_ja_koulutus/Varhaiskasvatus/Avoin_varhaiskasvatus) are quite similar to what

Masku (<https://www.masku.fi/varhaiskasvatus/avoimet-varhaiskasvatuspalvelut/>) has but the highlight of the selections made is more clear than on Masku's web pages.



Figure 9 Web page layouts (From left: Masku, Naantali, Lieto)

Landing page content

All of the three cities present information about the open daycare in a bit different way. Out of the three, Lieto is the only one which doesn't display the price information on the open daycare landing page. Naantali also has a daily activity plan and a seasonal plan visible on the page.

Scope of the available services

In comparison with Masku it can be seen that, Lieto and Naantali also offer more open early education services than just the open daycare. Some of these include activities which have the

parents take part as well. This means that there is most likely need for less instructors for those activities. Naantali and Lieto offer these services for free.

Each of three also have additional documents available which describe what the contents of the open daycare services are in more detail and have the early educational plan (VASU) available on their pages. Only Naantali however has a separate one for the open daycare which can be seen as really beneficial when describing the open daycare to the parents.

Lieto was the only one of the three to have a proper schedule overview available on the pages of the open daycare activities which makes it easy to see what services are offered, where and when.

LIEDON AVOIMEN PÄIVÄKODIN TOIMINTA SYKSY 2018

Toimintaa kotihoidossa oleville lapsille. Tervetuloa mukaan!



	Maanantai	Tiistai	Keskiviikko	Torstai	Perjantai
9-12	Avoim päiväkot Perhepesä Varhaiskasvatuskerho 2-3 v. Perhepesä Puisto 1,5-5v. Loukainen Pk Loukilinnan piha	Avoim päiväkot Perhepesä Varhaiskasvatuskerho 4-5v. Perhepesä Puisto 1,5-5v. Keskusta	Avoim päiväkot Perhepesä Avoim päiväkot Asema (srkn kerhotila) Varhaiskasvatuskerho 3-4v. Perhepesä	Varhaiskasvatuskerho 4-5v. Perhepesä Varhaiskasvatuskerho 3-5v. Yliskulman koulu/Hirenkolo klo 8:30-11:30 Puisto 1,5-5v. Liedon as. Pk Tammentuvan piha	MLL:n perhekahvila Perhepesä Varhaiskasvatuskerho 3-4v. Perhepesä Puisto 1,5-5v. Keskusta (myös satunnaiset käyttäjät, ilm. netissä) Puisto 1,5-5v. Tarvasjoki, Pk Poutapilven piha
13.30-15.30	Vauvojen iltapäivä Perhepesä (ilmoittautumista ei tarvita)	Touhukerho 4-5 v. Liikunnallista seikkailua ulkona ja sisällä Kokoontuminen Perhepesän pihalla	MLL:n vauvakahvila Perhepesä Metsäseikkailukerho kokoontuminen Pakkamäen koulu Huom. klo 12:45 -14:45	Äiti ja vauva ryhmä Perhepesä (ilmoittautuminen Tarja Vähä-Mäkilälle)	

<p>Avoim päiväkot Perhepesä ja Asema Meillä leikitään, lauletaan, askarrellaan ja tehdään muuta mukavaa yhdessä ohjaajan ja oman aikuisen kanssa. Avoimen päiväkodin toiminta on maksutonta ja siihen ei tarvita ilmoittautumista.</p> <p>Metsäseikkailukerho Liikomme ulkoillen luonnossa! Tutkimme, toimimme ja leikimme!</p> <p>Vauvatointiminta Vauvat vanhemman kanssa kokoontuvat Perhepesässä. Mukavan yhdessäolon lisäksi on ohjattua toimintaa. Lisätietoja löydät kotisivuiltamme.</p> <p>Puistot Tuo lapsesi leikkimään, liikkumaan ja touhuamaan iloisessa seurassa.</p>	<p>Varhaiskasvatuskerhot Kerhoissa on suunniteltua, elämyksellistä, monipuolista ja lasta kehittävää toimintaa. Tärkein toimintatapamme on leikki. Kerhot ovat hyvä vaihtoehto päivähoitolle.</p> <p>Lisätiedot www.lieto.fi/paivahoito-ja-koulutus/varhaiskasvatus/avoim-varhaiskasvatus</p> <p>Yhteystiedot ja ilmoittautuminen Ann-Katrin Siltver-Lehtinen ann-katrin.siltver-lehtinen@lieto.fi 050 5118474 Tarja Vähä-Mäkilä tarja.vaha-makila@lieto.fi 050 5118475 avoinkk@lieto.fi</p> <p>Toiminnan aikana (09:00-12:00) emme voi vastata tiedusteluihin.</p>
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Figure 10 Lieto open day care weekly schedule

DESIGN PROCESS

Workshop

The workshop was held on 15th of August for the instructors, instructor leaders and project owner at Masku municipality early education premises. The workshop was planned to be facilitated on 20th of June, due to short of participants, the workshop was postponed to August, after the summer holidays. We had a total of 8 participants in the workshop, 5 of which were able to attend to the both parts of the workshop.

Lego brick

First, we facilitated a Lego brick reenacting (appendix 7). The participants were instructed to imagine or relate to a child and describe persona (gender, age, mood, behavior) and choose a Lego figure. After this the participants were requested to reenact with the figures the day that their imagined child will have at the open daycare. The participants were asked to think of the activities within the day, which of them the children see as enjoyable/rewarding/difficult. The reenacting was also filmed only for research and analysis purposes.

The Lego kindergarten and playground were made by a 5 -year old girl a day before the workshop and therefore it also acted as a child's image of a kindergarten, adding the value of how a child may see the kindergarten and what are the important things and activities for the children. (Appendix 7)

The participants had many different characters and situations in their re-enacting. The imaginary children were different aged and had different behavior and characters during the re-enacted days. The participants included the instructors, other children and parents also in the re-enacting.

One of the participants re-enacted a child's first day at the daycare. The child was described to be cautious at first towards the instructor and the whole premises. However, as the day continued the child got more comfortable, noticing at the playground some familiar toys and enjoyable places as the sandbox. When going inside to have the snack the child was yet again cautious of the new situation, little confused and was eased as they had their snacks, which were brought from home. Having comfort from this the child was participated to the activities inside with more ease, still being little observative. After these activities, the parent came to take the child home. After the open daycare day, the child felt still little interested in going back again but was still a little confused of the day.

Other participants re-enacted a 2-year-old child's day. The child had difficulties to stay at the open daycare as the parents left, hence the child cried for some time. The child felt a bit unsecure outdoors at the playground and did not have so much to do there, because one's capability to utilize the playground and uninterest towards other children at that age. The child also needed more supervision and taking care by the instructors. The child was still in diapers, which meant that the instructors had to visit indoors with the child more often.

One re-enacted day was a 5-year boy, who was already familiar with the open daycare, the premises, instructors and how the day at the open daycare was structured. He came enthusiastically to the open daycare and found that his friend was there already. They played for the whole time outdoors their own plays together and moved to indoors when instructed. They had their snacks and went off playing independently together in one corner of the room. As the day ended, he was happy to come back again next time. In instructor's point of view, such child is easy as he was not in a urgent need for guidance, as he was very independent, followed the structure of the day and only wanted to play with his friend. This was rather opposite to one of the re-enacted days where the child mostly was around the instructor, did not want to do any activities by herself and needed the safe support of the instructor.

The different re-enacted days well pictured different situations which the instructors were having with the children. It was also pin pointed that some parents even sat at the car, while the children where outdoors, as they had promises that to their child. Some children are in need for more instructing and support, especially the ones who have difficulties of being apart from their parents or are still in diapers or learning for potty. However, it was notable that even though the example of independent 5-year-old boy was easy child in instructor's point of view, it raised a discussion of how these children could be activated to participate in collective activities lead by the instructors and to associate with other children too.

Already at the re-enacting with Lego bricks the instructors raised a discussion of these different sceneries and started to throw in development pin points. However, the facilitator had to interrupt at some point and wish to save these ideas to the next part of the workshop, 635.

635

The 635 was done according to the theory, as there were 6 participants present for this part of the workshop. The phase took 30 minutes to complete. The study question that was selected for the 635 was "Miten kasvattaa leikkitoiminnan kiinnostavuutta"/"How to increase the parents' interest towards the open daycare".

For the dot voting part, the participants were divided into two groups of three. The ideas which received the most points can be found in the table below.

Team 1	Team 2
Main ideas	Main ideas
Include lunch/snack for the children in the price of the daycare. More value for the parents' money.	Doing the daycare plan (VASU) with each child. Would provide more structure and help to know the children and their needs better.
Transparency of the open daycare. Organize days when the parents can join the daycare to see what goes on.	More pedagogical capabilities. Daycare teachers (lastentarhan opettaja) for leading the groups.
A centralized place for the open daycare instead for it being spread out to multiple locations. Would create stability and allow to plan the activities better when the resources would be known.	Dedicated premises for the open daycare, instead of operating here and there where the available resources are not always known.
Other ideas	Other ideas
Planning the structure of the days carefully.	Informing the parents of the daily/weekly/monthly/early plans.
Gathering feedback from parents and adjusting the activities based on that.	Increase communication with the other open daycare teams. Sharing best practices and activities.

Group size is important, they should not be too big.	Open daycare should also be available in the afternoon.
Helping children to contact others via different games/playing. Help develop their social skills.	Increase the parents' participation by having days when they can join the action.
Theme days, e.g. building, sports, role plays.	

As it can be seen from the main ideas, structuring the open daycare in a similar way as the normal daycare was seen as being beneficial for both the instructors and also to the children and their parents. The daycare plan (VASU) would help the instructors to know the children, their needs and behavior better. The children in the open daycare are in such an age where they develop quite fast, meaning that their needs are very different.

It was also brought up that improving the communication towards the parents is important. Parents need information of for instance the plans for the coming semester. Also organizing days when the parents can join the open daycare to see what a normal day there includes would help them understand what actually takes place in the open daycare.

The instructors would also prefer to have one centralized place for the open daycare. Now the open daycare is available in the same premises with kindergartens and the kindergarten groups have a higher priority when it comes to selecting classes etc. This would help the instructors to know the resources they have for the open daycare better - which in turn would help to plan the activities for the children better.

The instructors also saw that a meal should be included in the price of the open daycare, if possible. This is thought to make the parents feel that they would get more value for their money.

Currently the open daycare groups don't necessarily have academically graduated daycare teachers leading the instructor groups. Having more pedagogical capabilities would support in making the open daycare more structured.

Benchmarking

As a result of the benchmarking, it was seen that there are quite many similarities, but the amount of information shown varies. The areas that should be focused on are having the early educational plan for the open daycare drafted and published and creating a weekly schedule that can be easily found on the pages. Now in order to get a good overall picture, the parent would need to open several pdf documents and visit a few different pages. Also showing a plan for the whole semester is seen as a good idea.

It could also be considered if other forms of open daycare can be offered, which would have the parents to participate thus needing less instructors for those in comparison to the normal open daycare/leikkitoiminta. This is of course dependent on the instructor resources available.

The web pages could also be fine-tuned in such a way that the information would be found more easily, e.g. the menu on the left could highlight the selection the user has made last. This would help the user to navigate within the pages.

Service Blueprint

Following the evaluation of the results from the workshops and benchmarking by the research team, the designer adapted the information to create a developed service blueprint (figure 11) in which the three stages of the service were improved in order to avoid the existing pain points and bring a better experience for both of the users.

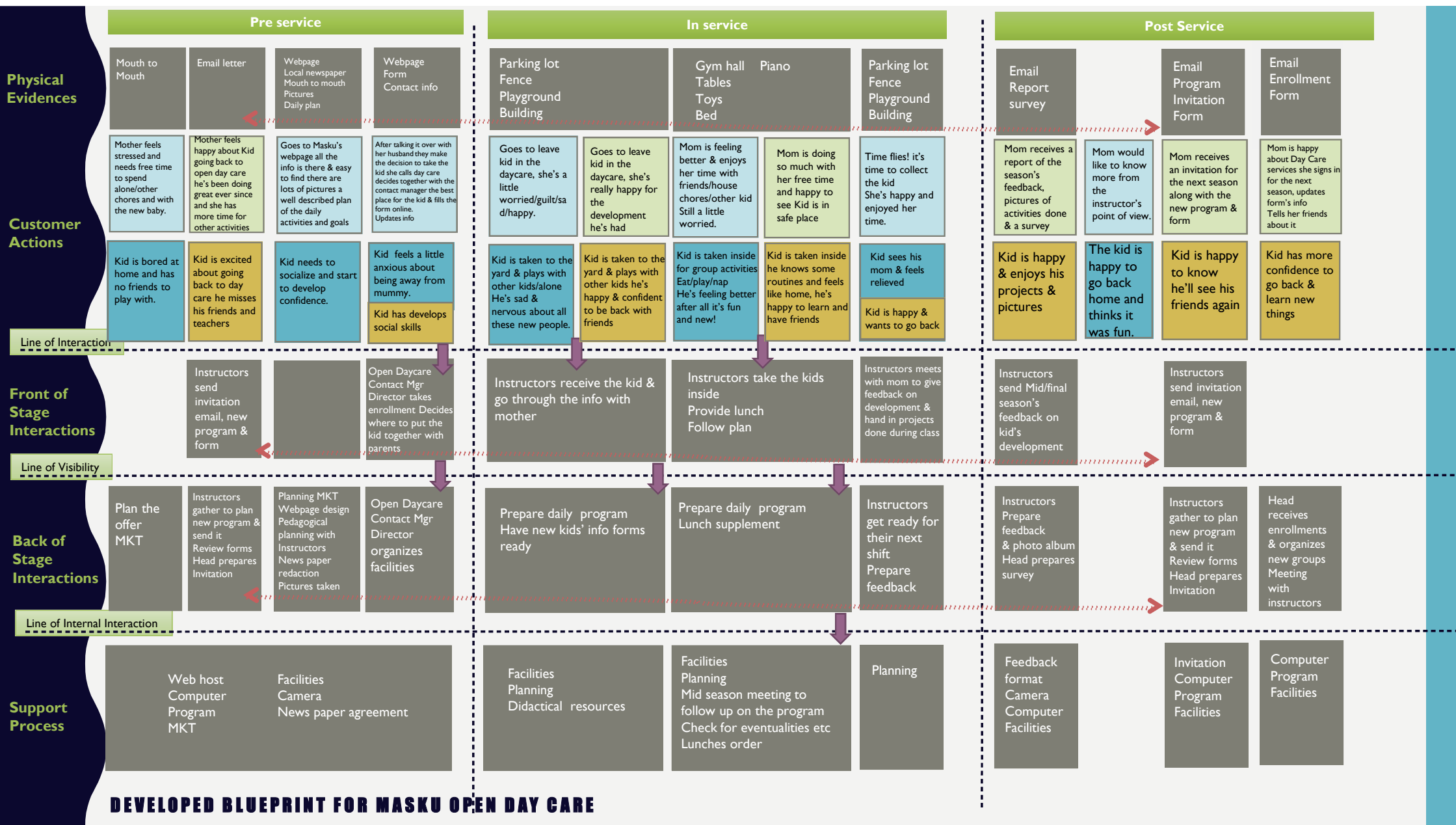


Figure 11 Masku Open daycare Developed Blueprint by Peniel Viz

In the **Line of Interaction** for the **Pre-service** stage it is noticeable that the decision-making user has the desire of time off to be spent in different matters, this produces the necessity of finding a place where the end user can be in those hours without using the regular service (kindergarden). At the same time in this stage the end user has no other social interaction generating stress and limiting his development. The most common mechanism for the decision-making user is to search online in Maskus' municipality webpage to find if there are such services available.

Other touchpoints to reach the decision-making user could be; the local newspaper, flyers/posters in strategic areas such as cafeterias, libraries, and those where message boards are available, social media and mouth to mouth.

After the decision-making user has found the information and agreed to use the service, the second step is to take contact by phone with the project owner in order to enlist the end user to the service.

The decision-making user has already gone through all the information in the webpage such as the philosophy, mission and goals of the organization, pedagogical plan (methodology), opening hours, and pictures of the facilities, she has already filled in the enrollment form, and the child's information sheet.

When calling Open daycare services, the process is easier, and it just takes a few minutes to decide together with the project Owner about which location is best for the user. All the process is done in the website using the e-mail option and attachments.

The previously stated needs the **Line of Internal Interaction** where all of the backstage and support process take place. In the understanding that all of what concerns to offices, computers, and computer programs, webhosting, marketing and newspaper agreements, cameras, facilities, etc. are available and ready for Open daycare. In this layer of the service the project owner organizes the facilities capacity for enrollments and gather with the instructors to plan the pedagogical activities, send the invitation e-mail, and receive phone calls, enrollments forms and the users' information sheets. Pictures of the facilities are taken, the newspaper advertisement and the marketing offer are designed.

In the **On-Service** stage in the **Line of Interaction** when the users arrive to the selected facility for the first time they are welcomed by one of the instructors who is holding the info sheets, they spend a few minutes to go over the information and at the same time building trust and loyalty. * A tour in the facility could be advisable for the first timers.

At the same time the end-user is being taken by the other instructor to meet the other users, is advisable to have some activities prepared such as handcrafting or any other that can deliver an exceptional experience for the end-user and that he can continue living even if he is already back home.

When pick-up time arrives, the instructors interact again with the decision-making user to give feedback if necessary on any matter during the day or giving report of any development identified, this is also with the intention of creating an extra value of the service.

The **Line of Internal Interaction** at this stage is built up by the planning of the pedagogical activities, instructors have an electronic or printed version of the users' information sheets and all the didactical resources are available at the facilities, a lunch is provided by Open daycare. At the middle of the season the project owner gathers with the instructors to follow up on the planned program and to review eventualities.

In the **Post-Service** stage, the **Line of Interaction** is essential for maintaining the relationship with the users for this matter the proposal is to continue the communication specifically when the season has ended.

An e-mail is sent to the users providing them with a full report of the end-user's development, a photo album displaying different activities that match those in the plan and a survey in which they are given free voice to tell their wishes and at the same time brings the project owner an evaluation of the service provided, pain points and successes. This information is useful when the next season's plan is designed.

In this final stage of the service the **Line of Internal Interaction** is made up of a final meeting between the project owner and the instructors to review how the planned program was executed and to plan the one for next season. Instructors give a final face-to-face feedback to the decision-making user providing a report of the end-user's development, they also prepare a photo album for the parents that is delivered by email. The project owner sends a survey along with a small written version of the instructors' feedback and the photo album. In this same stage of the service an invitation letter from Open daycare is sent to enroll for the next season.

As mentioned before Open daycare currently does not offer any post service leaving behind a great opportunity to build up a loyalty-based relationship with their customers.

DEVELOPMENT SUGGESTIONS

Planning of the execution

According to our findings it was inevitable that the execution of the open daycare service varies between different centers. Surely this is partly natural as the premises and the resources differ, however the structure of activities should be organized in line.

To begin with, we would suggest for the project owner and the lead instructors to arrange a workshop or a brainstorming, where they would define the values of the open daycare service and the purpose of the service. These values would be implemented for the other instructors and put into action in the service.

As the values and the plan for autumn and spring would be defined and clear for everyone participating in producing this service (project owner, lead instructors and other instructors) should the scheduling of the activities done together, so that there would be only little difference between the centers. This information would be distributed to the parents, which will create more transparency and increase the value of the service for parents.

Surely, matters to consider within the planning, is that are there resources to offer for example lunch for the children or if the service could be free (under the conversation in the spring 2018) or can the same instructors attend to certain open daycare locations at all dates or even fully participate to the open daycare and circulate from one center to another.

Value creation through pre- and post-service

Based on the research, it can be seen that investing in more pedagogical capabilities in the pre-service phase could increase the quality of the service and help to structure the service in a better way. One part that could be considered is setting up the early education form (VASU) for the parents to fill up when signing up their children for the open daycare.

An early educational plan (varhaiskasvatussuunnitelma) could also be made specifically for the open early education services. There is already one for the early education services as a whole entity but having a more condensed one for the open daycare would be seen as beneficial. See example from Naantali:

http://www.naantali.fi/perhe_ja_sosiaali/paivahoito_varhaiskasvatus/kerhotoiminta/fi_FI/kerhotoiminta/files/98084441250075244/default/Kerhon%20vasu%202017-18.pdf

In the post-service phase, it is recommended to increase the communication towards the families. One example is having discussions with the parents to help them see the progress their child has had during the semester. It is also important to regularly collect feedback from the parents in order to see how satisfied they are and if there are some ideas for development. This could be done via web surveys. A feedback loop must also be established, to ensure that the feedback is properly analyzed, and actions based on it are actually taken. After each semester it is also recommended to inform the parents about the plans and schedules for the next semester.

Marketing

It should be thought that could more communication channels be tested for increasing the knowledge about the open daycare services – in order to reach all the potential users. Social media (e.g. Masku municipality Facebook pages) could be used to inform people about the service. The communication can include sharing updates of what happens in the open daycare, informing about the open daycare schedules and locations, presenting the people working with the children etc.

The look and feel of the communication letters could also be made more easy to read. Reusable templates for communication letters are recommended. For instance the schedules of the open daycare services could be set in one table (see example from Lieto: http://www.lieto.fi/fi-FI/Paivahoito_ja_koulutus/Varhaiskasvatus/Avoim_varhaiskasvatus, pdf document for “Avoimen päiväkodin toiminta syksy 2018”). This should also be made available on the landing page of the open daycare services. In general, the letters should be kept quite short or alternatively have a summary of the main points on the top and then have more detailed information as additional chapters below.

Also, the sign-up process for the service should be made as easy as possible. Currently the form needs to be downloaded and filled up manually. It could be modified so that you can fill it in with a computer as a pdf or as a next step, as an online form. Solutions for signing documents electronically also exist already, for instance Finnish Posti offers them. There are also solutions which don't need external service providers, like one instructed by Tietoviikko: <https://www.tivi.fi/Arkisto/2014-10-14/N%C3%A4in-saat-allekirjoituksesi-pdf-dokumenttiin-helposti-3149496.html>.

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APPENDICES

1 AEIOU framework

Activities	Environment	Interactions	Objects	Users
Actions	How are people using the environment?	Do you see any routines?	What is there and being used or not used?	Who are the users?
	What is the role of the environment?	Do you see any especial interactions between people?	Describe engagement with objects	What are their roles?
Who is there?		Between people and objects		Look for extreme users

Project: Play care for early education **Method:** AEIOU observation

Date: 28.05.2018

Place: Satuseikelä. Municipality of Masku, Finland.

Responsible: Peniel V. Zarazúa

Report

The play care facility Satuseikelä located in the municipality of Masku in Finland was visited on the 28th of May, 2018 as previously agreed by email with the project owner Hanna XXXX. The chosen method was observation implementing the AEIOU framework, the results of the research are the following:

The researcher arrived at 9:00 am to the premises as agreed. The users (children) had already arrived and in use of the service. There were eleven children around 2 to 4 years of age. There was only one instructor taking care of the children. The Play Care (customer) premises are conformed by an outdoor playground area and a community room. The observation was conducted only in the playground area and later the researcher had access to the community room, but the children were not there. The facilities are shared with other daycare schools which are located within the perimeter. All the other daycare schools and Play Care were using the playground at the same time, nevertheless each group is in different sections of the playground. Occasionally parents walk into the playground to deliver a child who arrives late, and speak to the instructor. The playground is a relative big area with a couple of set of swings, two slides in a built-up structure, one pair of seesaws, two sandboxes, two storage rooms for toys such as buckets, rakes, shovels, balls, wheelbarrows etc. The children interact mostly with their own group, most use all of the games/toys and from time to time the instructor takes them to different areas of the playground e.g. from the swings to the sandbox. The researcher observed over an hour and a half in which no extreme or different activities were recorded. In the community room there is a playroom with some other small toys, a small mattress, and a kitchenette toy. There were no kids in the area at the moment. Some pictures were taken to bring a clearer perspective on the premises.



Masku Open daycare Satuseikelä main building.
Photo by Peniel Viz.



Masku Open daycare Satuseikelä playground.
Photo by Peniel Viz.



Masku Open daycare Satuseikelä didactical resources.
Photo by Peniel Viz.



Masku Open daycare Satuseikelä gym hall.
Photo by Peniel Viz.

Project: Play care for early education **Method:** AEIOU observation

Date: 1.06.2018

Place: Tammenahjo. Municipality of Masku, Finland.

Responsible: Peniel V. Zarazúa

Report

The Play Care (customer) facility at Tammenahjo located in the municipality of Masku in Finland was visited on the 1st of June, 2018 as previously agreed with the project owner Hanna XXXX. As in the previous facility, the AEIOU method and framework were put into practice, the results of the research are the following:

The research team arrived at 9:00 am to the premises as agreed. The users (children) were being taken inside by the instructors. It was the purpose of the observation to take notes on what actions took place in this stage of the service. There were four instructors and XXXX users between 2 and 8 years old.

The Play Care premises are conformed by an outside yard/playground and a gym hall of about XXXXXX m² it is well illuminated and is used for the purpose of providing an indoor space for the children. Inside there are tables, chairs, a piano, radio/recorder, speakers, didactical resources (toys, cutouts, books, etc.), a mattress, balls etc. The space has mirrors and tall windows to the playground.

At the entrance of the building the children took their shoes off and placed them in the shoe-rack, one of the children had a spare pair of trousers to wear inside, and as the child was very small another girl helped him to change them. After this the children formed a line to wash their hands and went inside the gym hall. Once inside the instructors arranged a couple of small tables and chairs around for the children to eat their lunch which each child brings from home. Most of the children were relaxed and eating well, except for one particular kid which was a little restless, this situation was handled by the instructors with patience and by just calling the kid to continue eating. It was later explained that this specific child does not speak yet and thus has a bit of a harder time to get along with the rest of the kids. While the children were still eating one of the instructors grabbed a story book while the other instructor searched and played the CD with the story. All the children were attentive to the book as the instructor flipped from one page to the other. About 30 minutes passed and the children had already finished their lunch as well as the story, by then the

instructors were storing the tables and chairs back, and one of the instructors left the room. After this the instructors took some hand-shaped cut outs and placed them on the floor in a circle to begin the next activity, the children already knew what to do, one of the instructors played and paused a CD while the children were dancing around trying to always keep a place, the other instructor lied down on a mattress where those who were dropped off the game had to go after losing. After about 40 minutes the instructors took the children outside once more where they took some tricycles and remained there for the rest of the day. Mothers started to show to collect their kids and were handed in by the instructors.



Masku Open daycare Tammenahjo main building.
Photo by Peniel Viz.



Masku Open daycare Tammenahjo playground.
Photo by Peniel Viz.



Masku Open daycare Tammenahjo didactical resources.
Photo by Peniel Viz.



Masku Open daycare Tammenahjo gym hall
Photo by Peniel Viz.

2 Interview

Questions for instructors

1. Could you describe a typical day when you bring your child to the center?
2. Could you tell me what happened the first time you brought your child to the open daycare center?
3. Could you tell me some of your experiences in the open daycare center?
4. What do you like the most about the open daycare?
5. Why is it important to you that your child/children come to the open daycare?

Questions for instructors

1. Could you describe a typical day at the open daycare center?
2. What kind of activities are difficult/rewarding/enjoyable for you?
3. Could you describe your schedule at the open daycare center?
4. Could you tell me some of your experiences at the open daycare center?
5. Could you describe an activity that you enjoy?
6. Why is it important to you to be an instructor here at the open daycare?

Project: Play care for early education

Method: Observation, interview

Date: 28.05.2018

Place: SatuSeikelä. Municipality of Masku, Finland.

Responsible: Janette Aaltonen

Where

SatuSeikelä kinder garden, outdoors playground and indoors kinder garden's "gym hall".

Group:

11 children at the time (Mondays more children than on Thursdays)

Age:

Most of this group's children were 2-3 years old and boys. Few older ones, one of them was in the SatuSeikelä daycare before, however after they had a new baby and mom was home she started to participate only to play care. Also, children from Nousiainen, as the Nousiainen municipality has an limited the play care for 3-6 years old (Masku 2-6)

Instructors (1-2):

Starting off the play care in the outdoors therefore example this time only one instructor was in the beginning there (kindergarden teachers and children also outdoors, so no need for two play care instructors then) but when moving indoors there were two.

The one instructor we talked with is currently studying pedagogic in the university and master's in education theory. Otherwise she works in the school's before and after school daycare (ap/ip toiminta) and the hours between, in exception of Monday and Thursday, from 9.30-12.30 she works at the pre-school in SatuSeikelä kindergarden.

It was pointed out that many of the kindergarden teachers / open daycare instructors are either nurses, who has focused their studies in children or Bachelors of Social Services (sosionomi)

Actions:

Half of the time mostly in the morning they are outdoors and kindergarden playground and before 11 they go to indoors. At 11 the children have their lunch (brought from home) and mostly after

that they do something more calm, have a story time or sing songs. In winter time they have more actions inside, like drawing and playing or they utilize the gym gear to make a fun track inside.

The instructor we interviewed had started off as substitute instructor in the spring and she was given “free-hands” to plan the activities. She planned them to have every other week more handicraft activities, drawing / crafts etc. and every other week more physical activity like field trip to the near woods or gym / active playful actions. However, as they are dealing with small children they have to go with a gut feeling, so mostly none of the actions are written to stone.

Other notes:

Apparently, the activity at play care is not “consistent” and at least in SatuSeikelä they did not know, how the other open daycares managed their days or the activities they do, as the planning of the activities for this play care was done in the spring by the instructor herself, she had no idea of what they had been doing for example in the fall.

Also the “logic” of the group division was unknown and why the biggest group of children were there on Mondays. The group was uneven, as most of the children were 2-3 years old, and some older. This also creates “challenges” in planning the activities, because older children are capable and interested in doing different activities as the younger ones. Apparently, as the parents can either choose to have their children at play care 1-2 times a week, the group division is mostly done by their wishes of the day (Monday or Thursday) and this is something Hanna Rousku does. However, it has been discussed between the instructors that if the group division should be done based by the age. Although it might be challenging depending on parents’ wishes.

The premises inside, the gym hall, was rather big open space, so even dividing the children into two groups there created challenges, because the groups do not have “privacy”. Also, as the gym hall is a big space, for example if one of the children might not want to focus on the activity, he/she may start running around or otherwise “go wild” and he/she gets quite fast every other child to do so too, so in these premises controlling the children becomes more difficult. Also, as most of children in this group 2-3 years, they mostly like to play by themselves.

Project: Play care for early education

Method: Observation, interview

Date: 1.6.2018

Place: Tammenahjo. Municipality of Masku, Finland.

Responsible: Jussi Huuskonen

When:

On Wednesdays and Fridays 9-12.

Where:

Tammenahjo kindergarten, outdoors play ground and indoors kindergarten's "gym hall".

Group:

16 at a time (Fridays more children than on Wednesdays (due to congregational day care/seurakunnan päiväkerho on Wed)

Age:

Most of this group's children were 2-5 year old boys and girls, apparently about 50/50. Also, children from Nousiainen as well.

Instructors (3 on Fridays, 2 on Wednesdays):

One of the instructors had worked for Masku community in several positions for over 20 years. She had a daycare instructors education for this job. When she isn't instructing the open daycare, she is instructing the morning/afternoon activities for 1st grade school students from the Tammenahjo school which is right next to the daycare.

The one instructor we talked with is a dedicated assistant to a student who needs special assistance (handicapped) and mainly assists this student in after school activities which we comes for to Tammenahjo school in the afternoons. In the mornings when there is no open daycare, she assists at the Tammenahjo school as well.

The third instructor we didn't have the opportunity to talk to unfortunately but according to her colleagues she also works at the Tammenahjo school outside the open daycare hours.

for the summer holiday period when the school is closed, they assist and substitute in the Tammenahjo kindergarten.

Actions:

Half of the time mostly in the morning they are outdoors at the kindergarten playground, if weather permits. During winters they stay mostly indoors. After 10.30 they usually go indoors. The children then have their lunch (brought from home) and after that they usually try to do something relaxing like reading stories but they also take advantage of the gym equipment, building obstacle courses for instance. If the weather is good like it has now been in May, they go out again after the lunch and a short relaxing story and play.

The open daycare had an action plan for the season which they follow but they did not have any exact plans for each day. They had earlier been positioned in a class in the school building where they could draw and paint but according to the instructors trying to cram everything from playing outside to eating and then painting or drawing made the schedule for one day too hectic and she made a comparison that "they tried to do in the three hours the same equivalent as the normal daycare in several days". This had raised the stress level of the instructors and this also then affected the children as well, as everything needed to be rushed. After they had moved to the gym room and cut down on the drawing and painting and had more time to focus on sports activities and playing, the children were according to the teachers more relaxed and so were they as well.

Other notes:

The instructors were a bit concerned about the autumn as the premises where they would be having the open daycare had not yet been confirmed. They were sure that the activities would continue but did not know where. According to the instructors there clearly is a need for this kind of service, at least according to the feedback from the parents. The open daycare gives them more time to focus e.g. on taking care of the younger sibling only or do the weekly shopping chores without the child.

One of the instructors told that the children who come to the open daycare in the autumn are usually quite shy and not as social as the children who go to the kindergarten every day. They feel that when the season starts, they have to do twice or three times the work to make the children

enjoy their stay as there is lots of crying and missing the parents when they have been accustomed to being with their parents all the time. the communicational skills of these children might also not be as fluent as the other's. they might be more quiet, at least in the start. for the younger children they also need to for instance train how to use the potty, as they don't have time to be changing diapers.

When asked about cooperation between the open daycare premises in Masku they said that they might meet a few times a year but there isn't that much coordinated cooperation like for sharing experiences or planning the activities. They said that it would be nice to cooperate more or at least meet from time to time with colleagues.

3 Survey

Survey Questions in English (Microsoft Office 365 Forms) anonymous 20 answers

In which of the open daycare centers does your child/children go to?

SatuSeikelä

Tammenahjo

Lounatuuli (Lemu)

How many times per week did your child/children participate to the open daycare?

1

2

Age of the child/children (you may choose more than one)

2-3 years old

4-5 years old

6 years old.

Enabled by parental leave or children home care, does at least one of the parents stay at home?

If you have more children under school age, do they go kindergarden instead of open daycare?

Could you describe a typical day when you bring your child/children to the open daycare from your day point of view? (Open question)

Has the open daycare enabled you to do your own activities? Such as? (open question)

How do you feel that your child/children has/have stayed to the open daycare when you have brought them there?

Do you feel that the activities done at the open daycare are suitable?

yes

no

I don't know

Would you wish your child/children were enabled to do some other activities, such? (open question)

Can you tell some of your experiences of the open daycare center? (open question)

Do you feel that the premises where the open daycare is organized are sufficient?

yes

no

I don't know

OPEN COMMENT FIELD

Is it important to you that your child/children go/goes to the open daycare and why so? (open question)

How do you feel about the open daycare payment? Does it affect to the use of the service? (open question)

Please, if you feel like it, you may leave an open comment about the open daycare

Open comment about the survey / specification to the questions

Forms

Esikatselu Teema Jaa

Tallennettu

Kysymykset

vastausta 20

Kysely Maskun kunnan varhaiskasvatuksen leikkitoiminnasta

Tämä kysely on osa Maskun kunnan varhaiskasvatuksen leikkitoiminnan kehittämisprojektia, joka tehdään yhteistyössä Turun Ammattikorkeakoulun ylemmän ammattikorkeakoulututkimon opiskelijoiden kanssa. Kehittämisprojekti on osa yhtä Johtajuuden ja Palvelumuotoilun -tutkimuksen kursseja. Kyselyyn vastaaminen tehdään anonyymisti.

1. Missä leikkitoiminnan paikassa lapsesi käy?

☐ SatuSeikela

☐ Tammenahjo

☐ Lounatuuli

2. Kuinka monta kertaa viikossa lapsesi osallistuu/osallistuvat leikkitoimintaan?

☐ 1

☐ 2

Survey Questions in Finnish

Kysely Maskun kunnan varhaiskasvatuksen leikkitoiminnasta

Tämä kysely on osa Maskun kunnan varhaiskasvatuksen leikkitoiminnan kehittämisprojektia, joka tehdään yhteistyössä Turun Ammattikorkeakoulun ylemmän ammattikorkeakoulututkinnon opiskelijoiden kanssa. Kehittämisprojekti on osa yhtä Johtajuuden ja Palvelumuotoilun -tutkinnon kurssia. Kyselyyn vastaaminen tehdään anonyymisti.

1. Missä leikkitoiminnan paikassa lapsesi käy?

- ☐ SatuSeikelä
- ☐ Tammenahjo
- ☐ Lounatuuli

2. Kuinka monta kertaa viikossa lapsesi osallistuu/osallistuvat leikkitoimintaan?

- ☐ 1
- ☐ 2

3. Minkä ikäinen/ikäisiä leikkitoimintaan osallistuvat lapsesi on/ovat?

- ☐ 2-vuotias
- ☐ 3-vuotias
- ☐ 4-vuotias
- ☐ 5-vuotias

4. Onko ainakin toinen vanhemmista vanhempainvapaalla tai kotihoiton mahdollistamana kotona?

- ☐ Nuoremman sisaruksen vuoksi
- ☐ Leikkitoimintaan osallistuvan lapsen vuoksi



5. Jos perheeseen kuuluu alle kouluikäisiä lapsia enemmän, osallistuuko joku heistä leikkitoiminnan sijaan päivähoittoon?

6. Voitko kuvailla tyypillisen päivän omasta näkökulmastasi, kun tuot lapsesi leikkitoimintaan?

7. Onko järjestetty leikkitoiminta mahdollistanut teitä vanhempia tekemään omia aktiviteetteja? Anna mahdollinen esimerkki

8. Millä mielin omasta mielestäsi lapsesi on aina jäänyt leikkitoimintaan, kun olet hänet/heidät sinne tuonut?

9. Ovatko lasten kanssa tehdyt aktiviteetit leikkitoiminnassa olleet mielestäsi sopivia?



Kyllä



Ei



En osaa sanoa

10. Toivoisitko, että leikkitoiminnassa mahdollistettaisiin lapsille muita erilaisia aktiviteetteja? Anna mahdollinen esimerkki

11. Kerro päälimmäisistä leikkitoiminnan kokemuksistasi, jotka tulevat mieleen

12. Onko mielestäsi tilat, jossa leikkitoimintaa järjestetään niin riittävät?

- ☐ Kyllä
- ☐ Ei
- ☐ En osaa sanoa
- ☐

13. Onko sinulle tärkeää, että lapsesi osallistuu/osallistuvat leikkitoimintaan ja miksi?

14. Mitä ajattelet leikkitoiminnan osallistumismaksusta? Vaikuttaako tämä teillä mahdollisesti palvelun käyttöön?

15. Jätä avoin kommentti, jos mieleesi tulee mitä tahansa leikkitoimintaan liittyvää

16. Avoin kommentti kyselystä / tarkennusta kyselyn kysymyksiin

4 635 Process

The process of the 635 is as follows:

there is a problem at written to the top of a blank 635 worksheet

each participant writes 3 ideas to the top row of the worksheet in concise sentences

after 5 minutes the sheets are passed on to the next person, they write another 3 ideas that add on to the previous ideas or suggest improvements to them

this continues until the worksheet is completed, ideally producing 108 ideas in 6 worksheets.

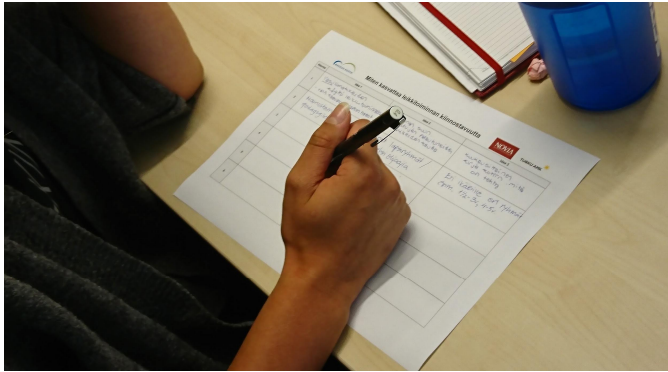
5 635 Worksheet

**Miten kasvattaa leikkitoiminnan kiinnostavuutta**

Kierros	Idea 1	Idea 2	Idea 3
1			
2			
3			
4			
5			
6			

- Käytä edellisiä ideoita inspiraationa -
- Kirjoita mahdollisimman selvästi -

Masku Open daycare 635 worksheet



Masku Open daycare 635 worksheet workshop.
Photo by Peniel Viz

6 Dot Voting

Dot Voting:

participants write all of the ideas which have been generated in the ideation session down on individual Post-its (or use the 635 forms)

participants give all a number of votes (around three to four should do) to choose and write down their personal favourite ideas

participants vote by using stickers or simply using a marker to make a dot on the ideas they like

variations in colour can also be used in order to let participants vote on which ideas they like the most or which they dislike the most

other voting attributes can be invented when it makes sense

the process allows every member to have an equal say in the shortlisted ideas

Kierros	Idea 1	Idea 2	Idea 3
1	Vasulomakkeiden käyttö leikkitoiminnassa - vanh. tavotte + lapsen haast.	Toiminnan suun. saatujen palautteiden lomakkeiden käyttö	Kuukausittainen kirje kotiin, mitä on tehty
2	Mainostaminen koteihin pedagogisena toimintana	Pienet lapsiryhmät / tarpeeksi ohjaajia	Eri ikäille eri ryhmät esim. 1½-3v, 4-5v. X
3	mahdollistetaan mahdollistetaan vanhempien näkökulman toiminta, joka poikkeaa normaalista arjesta monipuolisesti	pyritään luomaan lapsille leikkien kautta kontakteja toisiin lapsiin, mahdollisesti kavereita kotiympäristöön	yhteisöllistetään myös perheitä yhteen jolloin lapselle mahdollistuu myös laajempi lähipiiri
4	Leikkien rikastuttaminen esim. temakertoja kuten rakentelu, roolileikit, liikunnalliset leikit	Lasten taitojen kokoaminen suunnitellusti → unelmien toteuttamista leikkitoiminnassa	esim. joskus voivat tulla esim. puoli tuntia ennen leikkitoiminnan päättymistä - haast. leijonaa
5	kuukausi tehtävä yhtenäinen houkutteleva suunnitelma leikkitoiminnasta	Yhteistyö muiden toimijoiden kanssa (esim. Muc jne)	Ruokatarjoilu leikkitoimintaan X osallistujille X
6	Positiivinen näkyvyys joka saavutetaan laadukkaalla toiminnalla (hyvä kaveri hauska)	Näkö-ohjelma muiden toimijoiden kanssa → väitettiin qäällekkäisyys	Leikkitoiminnalle oma johtajakokous ja ohj. vanhemmat mukana leikkitoiminnassa (kauden päätös)

- Käytä edellisiä ideoita inspiraationa -
- Kirjoita mahdollisimman selvästi -

TAI osallistumismahdollisuus päiväkodin juhlaan / toiminnalliseen tapahtumaan

①



Miten kasvattaa leikkitoiminnan kiinnostavuutta



Kierros	Idea 1	Idea 2	Idea 3
1	"Näytetunnit" vanhemmille leikki-toiminnaksi	Monipuolinen toiminta joka näkyy → dokumentointi & suunnitteluun verrattava aikaa	Leikkitoiminnan tilat toimiviksi, ei järjestetä tiloissa, jottei settimaksot ole vapaus
2	Avoimet ovet - teema-ajat	Leikkitoiminnan ohjaajien säännölliset kokoukset → ideoiden jakaminen	Olihan ehkä vain yksi "isompi" paikka ns. avoimien palvelujen keskus
3	Sisätilan ovele pedag. seinä lupatappu myös leikuit.	Päivissä eri ryhmäkävijät - seinällä lapsen kuvat/tunnus sen päivän osallistujista → tietää ketä kuuluu ryhmään	Päiväkodin henkilöstön käyttäminen pedag. toiminnan suunnittelussa
4	Riittävät varat materiaalihankintoihin	Panostetaan erityisesti ryhmäytymiseen kauden alku uuden lapsen aloitessa	LTD vetämään leikkitoimintaa (pedagoginen osaaminen lisääntyy)
5	mahdollistetaan myös vanhempien toiveita/haaveita/odotuksia	yksi kiinteä piste toiminnalle, johon sisältyy piha sekä rakennus. Mahdollisuus soveltaa	ns. oma reitti, jolloin mm. leluja ei tarvitse raahata paikasta toiseen.
6	Yhteen pisteeseen kaiken avoimen toiminnan keskittäminen → voidaan paremmin saada iäkäryhmitäisiä iäkoja ja perhekerhotoimintaa	Lasten tasoinen toiminta, ei "tätiaskeleita"	Toiminnan läpinäkyvyys → voidaan sopia etukäteen kertoja, joissa vanhempi mukana ja ennalta

- Käytä edellisiä ideoita inspiraationa -
- Kirjoita mahdollisimman selvästi -

Sovitaan koska vain lapsi yksin leikkitoimintaan

X X

Kierros	Idea 1	Idea 2	Idea 3
1	Media / kiinnostavat + lehtijutut (huom. lupa-asiat lasten kuvaamisen) tai fb markkinointi	Toiminnan näkyväksi telemenne ^{adonummentointi} vanhemmille kerrotaan arvomesti tapahtumista → puskoradio kantaä eteläpää	+ Toiminnan monipuolistaminen enim. eni pv onlaisia teemoja (luonto, taide, musiikki)
2	päivän rekenteen turvika uudel. suunnittelu	Ulkoiuun myös mohd. ohjattu leikki hetki	Sisölle leikkipisteet - leikki kortit
3	Retket ja erilaiset tapahtumat "normianjen" lisäksi	Ulkoiuun välineitä mm. liikuntatuokioiden vetämiseen	Vanhemmille näkyväksi mitä tehdään esim. pedagoginen seia
4	"puistovihko" (ns. päiväkirja) - täytetään lyhyesti päivän kuiku, kiinnitetään mm. askarte- lut sun muut	monipuolinen ja vaihteleva maasto, ainakin mahdollisuus	pyritään luomaan rutini lapsille, joka mahdollisesti toimii myös kotolotissa
5	Koteihin kieto leikki- toiminnassa lauletuista lauluista, saduista yms.	Leikkitoiminnan kanssa samaa aikaan pihalla ohjattuja liikunta leik- keja isommille → voi osallis- ta halutkaat eri ryhmistä	päivän kuluista kuvat seinälle helpottamaan lapsen hahmotusta leikkitoiminnan kestosta
6	Avomuuus toiminnasta - julkisuus (mutta vaa- onkin mahdollista)	"tutustumis kertoi" ¹ avoinia päiviä pitkin vuotta	Neuvolaan paremmun tieto leikkitoiminnasta "mainosten" jekominen kaikille presen pecheille

- Käytä edellisiä ideoita inspiraationa -
- Kirjoita mahdollisimman selvästi -

Kierros	Idea 1	Idea 2	Idea 3
1	Lisää pedagogista osaamista → LTO vetämään ryhmää (2p)	Lapsille otettaisiin VASU:t käyttöön → Suunnitelmallisuus (2p)	Selkeät/omat filat toiminnalle (ei toimittaisi jonkun "nuressa") (3p)
2	Käytännön läheistä toimintaa, opastetaan lasta tilanteisiin, joita ei välttämättä kotona kohtaa	monipuolinen toimintaympäristö, vaihteleva maasto ulkoiluun (ainakin mahdollisuus)	selkeät rutinit / jaksotus toiminnalle
3	Välillä kertoja, joihin myös voi osallistua vanhempi - isovanhempi + m.s.	keskeisistä asioista suunnitelma - koska kielellisiä, materiaattisia, lukunallisia, taidot + m.s.	Yhteistyö talon muun toiminnan kanssa esim. lauluhetki isomalla porukalla
4	Tiedottaminen - mainostaminen omistajalle am äityslomalle jolle toiminnan houkuttelevana mahdollisuutena → hoitopaikasta	"Vanhempiainvartit" - tarpeet / vahvuudet - kehittyminen	Suunnittelu en leikkitoiminnan ohjauksen kesken - ideoiden vaihto
5	Kun toiminta saa positiivista näkökulmaa se houkuttelee (myös naapurikuntalaisia!)	Vanha Vasu → toiminta → havainnointi → arviointi → kehittäminen	Säännöillä tapaaminen ohjauksella
6	Ajotellaan yhdessä päiväkodin ryhmänä, koko talon suunnittelussa!	leikkitoimintavuosi merkki tyksellinen! seuraava vuosi voi olla esko...	Sopimuksen tarpeellisuus? muokata oman vuoroksi.

- Käytä edellisiä ideoita inspiraationa -
- Kirjoita mahdollisimman selvästi -

Kierros	Idea 1	Idea 2	Idea 3
1	EVÄIDEN SYÖNTI HETI ULKOILUN JÄLKEEN	2-3-vuotiaat omaan aikaan 4-5-vuotiaat omaan aikaan	ohjauksesta toiminnasta vanhemmille kertominen → mitä tälläin tehdyt mitä kaverissa on kerralla
2	Päiventymin "nuolekaa-minen ryhmälle sopivasti"	toiminta helpommin suunniteltavissa jos joko ikäryhmä tai ennustettu pienten kanssa lääkäreille varmasti tervetuloa	oma ulkoilualue (-aika) turvallisen tutustumisen tiloihin
3	Tämä yleisluokkakokous → ei välttämättä ihan sama kaikissa ryhmissä	Leikkitoimintaryhmille houkuttelevat nimet	yhtystyö pk kanssa tilojen käytön suhteen. Ulkoilun varustus / metsäreitit
4	suunnittelu aika leikkitoiminnan suunnitteluun	Leikkitoiminnan vinkkejä muisto ryhmistä -hyväksi havaittuja esim. askartelut tms.	↓ Leikkitoiminnan ryhmä esim. pienten ryhmän kanssa metsään
5	Tarjotaan toimintaa myös iltapäivisin	Erilaisia teemapäiviä mm. isorankempipäivä	Kirje kulkajien puolesta koteihin valokuvineen ("lupalappu kuntoon")
6	panostetaan pienryhmiin, jolloin lapsi saa tarvittavan huomion ja energian	tilanteita, joista lapselle jäisi pari pysyvämpiä muistoja	luodaan lapselle viikko, jossa näkyy toiminta. Mahdollisesti ryhmän yhteinen hetki (tähtäminen, kerrataan päivä/viikko)

- Käytä edellisiä ideoita inspiraationa -
- Kirjoita mahdollisimman selvästi -

1



Miten kasvattaa leikkitoiminnan kiinnostavuutta



TURKU AMK

Kierros	Idea 1	Idea 2	Idea 3
1	teemapäiviä - tietyn teeman mukaan kasataan päivästä kokonaisuus	"retkiä" lähiympäristöön, käytännön tutustumisia +1	selkeä rutini (esim. ulkoilu, eväät, leikki), jolloin loppuun jää "rennompaa"
2	perhekerhoja niille perheille, joiden vanhempi päivystöissä muuten leikkitoiminnan ajan autossa pihalla	leikki-tilat selkeät, helpposti leihin aloittami- seen kannustavat leikkivälineet esillä	info - tilaisuus - tilai- suuhoja toiminnassa aloittaville uusille perheille
3	osa päivästä leikkitoiminnasta sekä voisi olla perhe- päivä	to, lisäresurssin kanssa onnistuu varmasti retkeily, yhteistyä pkin kanssa	suunnitelmien "elävyys" lasten tarpeiden mukaan → apu pkeqeq. dokumentoin- nista
4	150vanhempi - lapsi kerho	Jos lähellä gph voisi leikkitoiminta tehdä yht. työtä esim. metsäretkille	Ryhmärasu ja sen käyttö enemmän työvälineinä (1p)
5	Teemapäivien tietyt esim. metsäretk luonto vk -sisä + ulko	Perhekerhoon tietyt 2 + syksyillä kevyellä vanhemmat mukana	ryhmärasu tehdään, voitto vokeinainen lapsi otetaan huomioon yksilönä.
6	Perhekerhopäivä voisi olla esim. 1kert/vko kun- toinnalla olisi selkeät oma tilat	Monipuolista ohjattua toi- mintaa, aikuinen mukana/ ohjaamassa leikkeitä (riittävästi aikuista)	Vanhemmille selkeä info leikkitoiminnan suunnitelmall- suudesta ja varhaiskasvatuksen laadusta (LTO)

- Käytä edellisiä ideoita inspiraationa -
- Kirjoita mahdollisimman selvästi -

7 Lego brick



Masku Open daycare Lego brick workshop.
Photo by Peniel Viz



Masku Open daycare Lego brick workshop.
Photo by Peniel Viz



Masku Open daycare Lego brick workshop. Built by Ella V.
Photo by Peniel Viz